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BOOK REVIEWS

Social Aspects of Education: A Book of Sources and Original Discussions, with Annotated Bibliographies. By IRVING KING. New York: Macmillan, 1912. Pp. 425+xv. \$1.60 net.

Dr. King has rendered an important service in preparing this work. Our social progress often waits on those who are able to co-ordinate and render more usable a large number of scattered contributions. What a student has been obliged to hunt for in many periodicals and books and then only found in part is now made available in very satisfactory form. Further than this, the author has furnished an interpretation of the general social movement in education, in which these original documents are set with concise evaluation and comment. The result is that the work is remarkably well unified. It is no small success to have made the work of so many writers unite in a well co-ordinated whole.

There are lists of problems for study and discussion at the close of the various chapters. The references given are very well selected and are made more valuable in many cases by brief comment. There is an excellent index.

For normal school, college, reading circle, and teachers' meeting this promises to be one of the best working textbooks we have.

The author has been giving for some time a course on the social aspects of education. In the preface he says: "The subject of the social relations and implications of education is so large and so vital that it requires separate treatment. Such a course should give a comprehensive and stimulating, as well as practical, survey of educational activities from the point of view of their internal and external social relationships." The problem of the course is stated thus: "First, to what extent may educational forces be regarded as definite avenues of social progress; and, secondly, to what extent may certain educational forces, the school in particular, become more efficient as agencies of instruction as well as more effective promoters of social progress through a recognition of their broader social relationships and their internal character as social groups? In other words there are two sets of relations to take into account, those of the school to society at large, and those within the school itself as a social microcosm."

There is a temptation to quote extensively from Dr. King's well-developed plan, but it will suffice to show the general movement of the material. In Part I there is a wide range, from F. Spencer's *The Education of the Pueblo Child*, and accompanying discussion on social origins, through the rural situation, the home and school, the education of the adult, playground extension, the school garden, industrial and vocational education, and vocational guidance, to social progress and social reform. Part II is equally successful in relating the inner social aspects of education. The spontaneous social life of children and the problems of pupil-participation in school government lead on to the personal factor and the corporate life of the school in relation to moral training. Two chapters which will receive especial attention are "The Social Aspects of Mental Development," with extracts from Royce and Cooley, and "The Social Atmosphere of the School and the Learning Process," with material from Burnham, Dewey, Mead, and Scott.

It is a long time since those who believe that progress in education is largely dependent upon the results of social experimentation have had so adequate a presentation of material for their purposes.

FRANK A. MANNY

BALTIMORE TRAINING SCHOOL FOR TEACHERS

A History of the Ancient World. By GEORGE WILLIS BOTSFORD. New York: 1911. Pp. xx+588. \$1.50 net.

The qualifications of Professor Botsford and the scope and plan of his two earlier secondary textbooks are too well known to need comment. The chief interest of the readers of the *School Review* will lie in a comparison of the new book with its two predecessors. The *History of the Ancient World* was originally intended as a revision of the *Ancient History for Beginners*. It has, however, been so thoroughly rewritten and improved that many teachers will be glad to use it instead of the more difficult, because less systematic, *History of the Orient, Greece, and Rome*.

The changes fall into two classes. First, Professor Botsford has, of course, availed himself of the latest discoveries to bring his work up to date from the standpoint of the scholar. Hence the changes in matter are most numerous in the field of Oriental history and the Mycenaean Age. Teachers who for the past few years have had to give orally to pupils the changed dates in Egyptian and, more especially, Babylonian chronology and explain why the information in the textbook was incorrect will welcome a secondary textbook which takes cognizance of Meyer's and Breasted's work.

Second, from a pedagogical standpoint, the book is far more practical than either of its predecessors. It is fuller than the *Ancient History for Beginners*, containing sufficient material to serve as the basis for a year's work in secondary schools, and is better organized and systematized than the *History of the Orient, Greece, and Rome*. The latter is difficult to use, particularly with students of foreign birth. As in the *Ancient History for Beginners*, the paragraph headings are set off in heavier type, there is a synchronized table of events, and social life and culture are treated as separate topics. For a mature student the incidental treatment of the last subjects, as in the *History of the Orient, Greece, and Rome*, doubtless gives the historical atmosphere better, but the presentation *en bloc* at the end of each period leaves a clearer impression on the young student. It is also an advantage to have the questions scattered through the book instead of massed at the end. Summaries of periods have been added. It is doubtful if it is wise to omit them so early as the Age of Pericles and the Peloponnesian War, even though it be done for the purpose of training the pupils to construct summaries for themselves.

With the addition of paragraphs helping the student to organize and summarize his ideas, condensation of the main body of narrative has been necessary—at the sacrifice frequently of readableness, sometimes of clearness. For example, in the account of the Sicilian Expedition the part of Gylippus and the Spartans is not even mentioned, an omission which gives a really erroneous impression. In the sections on C. Gracchus there is not sufficient emphasis on his favoring of the knights as opposed to the senatorial nobility; the letting of the revenues from the province of Asia is omitted entirely. On p. 169, the details of the maneuvers at Marathon are omitted; they are easy for a class to grasp, and lend vividness to the narrative. On p. 192, it is